

Education and Skills Director's Report to Governors

SPRING 2014

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***DEVELOPING THE
EFFECTIVENESS OF
YOUR GOVERNING BODY***

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Summary

Under the current OfSTED framework, the contribution of Governors to the school is evaluated as part of the judgement on leadership and management. During an inspection, Inspectors will always seek to meet with Governors, or members of the school's local board, committee or other authority where schools are combined in managed groups, federations or chains, during the course of the inspection.

Inspectors will expect Governors to know about the strengths and weaknesses of the school, and to be familiar with, and understand, performance data, including the information that the school data dashboard presents for their school.

The following list summarises some questions that Governors have been asked during OfSTED inspections under the current inspection framework:

Example Questions**Knowing the school's strengths and weaknesses:**

- What are the school's strengths and weaknesses? How do you know? How are these being addressed?
- What were the priorities in the last Ofsted inspection report? How have these been addressed and what has been the impact?
- What do you see as the three main priorities for improvement in this school?
- What reasons are there for the choice of the priorities in the school improvement plan?
- What has been the Governing Body's contribution to the school's self-evaluation and school improvement plan?
- How have Governors challenged the school? (examples)
- How are the views of pupils, parents and other stakeholders sought and acted upon?

Teaching and Learning:

- What is the quality of teaching and how do you know?
- How do you know how teachers teach?
- What do you know about the new Teachers' Standards?
- Apart from individual subjects, how else do children learn in school?
- How does the Governing Body monitor a subject area (like literacy)?
- How has the Governing Body developed ways in which it can contribute to improved teaching and learning in the school?
- How does the Governing Body monitor the breadth and balance of the curriculum? What are the main barriers to learning and what actions have been taken to overcome them? How successful have the actions been?
- How do you know pupils make good and sustained progress?
- How is student achievement recorded and assessed?
- How do you ensure that all governors understand data?
- How do you check that the attainment figures you receive from the

school are correct?

- What did Governors think when they saw last year's Key Stage 2 results?
- Do you know about certain groups of children and their performance?
- Are there any pupil groups who are under performing? What actions are being taken and are they working?
- How would you sum up your expectations of pupils? How does this relate to the school's results?
- What are the current attainment and progress levels? Are they good enough and how do you know?
- Have you felt at times that progress has not been sufficient? If yes, what did you do about this?

Pupil Premium:

- Who are the most vulnerable pupils in this school and what is being done for them?
- Do Governors have a tight grip on finance and how is the Pupil Premium spent?
- How is Pupil Premium being used and how is it being monitored?
- Is there a performance target for writing and are funds spent towards that target?
- Do you know how much in total Pupil Premium your school receives?
- How do you measure the impact of the money for Pupil Premium?
- How does the progress of 'Pupil Premium' children in the school compare to progress nationally for children in similar schools. Is the gap being narrowed?
- How were you involved in deciding how the school is using the Pupil Premium? Of the Pupil Premium pupils, have you analysed the performances of individual sub groups e.g. the more able?

Performance Management:

- How is performance managed?
- How do Governors use performance management systems, including the performance of the Headteacher, to improve teaching, leadership and management?
- How do you keep track of pay increments for staff?
- Is there a connection between teachers' targets and Headteacher's targets?
- How do you consider the Headteacher's pay recommendations for staff?
- How do you hold the Headteacher to account through performance management?
- How does the performance management of the Headteacher contribute to the Governing Body's vision for the school?
- Are there areas of potential development you see within the leadership team?
- How do Governors hold senior members of staff to account for all aspects of the school's performance?
- How does the Governing Body make the link between staff pay /

promotion and pupil outcomes / progress?

- How are responsibility points allocated to staff and how many senior teachers are there?

Safeguarding:

- Do you undertake premises walkabouts and what are Governor responsibilities in terms of safeguarding?
- What do you know about safeguarding?
- Who is the named Governor for safeguarding? How does s/he make sure everything is ok? Does s/he report back to the Governing Body?
- Do you know if there are any safeguarding concerns?
- What are the procedures for safeguarding pupils and how have training needs been met?
- Do the children feel safe in school and how do you know this?

The Governing Body

- How effectively do Governors fulfil the full range of statutory duties?
- What is the role of the Governing Body?
- What is the breadth of experience on the GB and how do you utilise this?
- What are the strengths and weaknesses of the Governing Body?
- How do you ensure Governors receive appropriate training and development?
- How are the training needs of governors identified and addressed? What has been the impact of training?
- Do you undertake focused visits and how are these documented?
- How do you hold the school to account? (Specific examples)
- What is the Governing Body's vision for the school? Where would you expect it to be in two – five years' time?

Governor training courses are offered by Governor Services on a number of topics including understanding data, safeguarding, and the Pupil Premium. Visit the link for more information:

http://www.barnet.gov.uk/WorkingWithChildrenInBarnet/info/30035/governor_training

Example questions contributed by the London Boroughs of Barnet, Merton, and Hounslow, and Sheffield City Council.

Governors' Role

Governors to note the information above as part of their preparation for an OfSTED inspection

For information by Contact

All Governors

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Careers Guidance in Schools

Introduction	This briefing outlines recent legislative change in respect of Careers Guidance in Schools and provides an overview of the Government's response to the implementation of the legislation.
General Commentary	<p>From September 2012, schools have been legally responsible for securing access to independent and impartial careers guidance for all students in Years 9 to 11.</p> <p>The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in Years 9 to 11. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16–18 education or training, including apprenticeships and other work-based education and training.</p> <p>To support this, the Department for Education (DfE) published <i>Securing independent careers guidance: a practical guide for schools</i>, in July 2012.¹ From September 2013, the statutory requirement was extended to encompass students in Year 8 and to those aged 16 to 18 in schools, further education colleges and sixth form colleges. There is evidence to suggest that Barnet Schools are not fulfilling their statutory responsibility either in terms of providing careers guidance for students or indeed providing guidance that is not delivered in an independent and impartial manner.</p> <p>London Borough of Barnet's Youth and Community Service provides a high quality traded service delivered by Level 6 qualified advisers to assist schools both in meeting their statutory duty and in ensuring that their students achieve positive careers outcomes.</p> <p>OFSTED have confirmed that they will give careers guidance a higher priority in school inspections from September 2013. Ofsted's lead inspector for careers guidance has contributed to training for inspectors, raising awareness of this issue.</p> <p>Local authorities still have the statutory responsibility to encourage, enable and assist young people to participate in education and training.</p> <p>The government is raising the age at which all young people in England must participate in education or training, requiring them, from summer 2013, to continue until the end of the academic year in which they turn 17 and, from summer 2015, until they turn 18. Young people will be able to choose one of a</p>

¹ *Securing independent careers guidance: a practical guide for schools* (DFE-00080-2013), DfE, 2012, 2013; <http://media.education.gov.uk/assets/files/pdf/s/securing%20independent%20careers%20guidance%20a%20practical%20guide%20for%20schools.pdf>.

number of options post-16:

- full-time study, in a school, college or with a training provider (sometimes with a part-time job alongside)
- full-time work or volunteering combined with part-time accredited education or training
- an apprenticeship.

From December 2012 to April 2013, Ofsted undertook a thematic review of careers guidance in schools. Their report, '[Going in the right direction? Careers guidance in schools from September 2012](#)', was published in September 2013. The report includes recommendations for government, schools, employers, the National Careers Service and local authorities, to improve the quality and delivery of independent and impartial careers guidance.

The Ofsted thematic review of the impact of recent Government policies on careers guidance in schools was based on visits to 60 schools that included observations, interviews with relevant staff, governors and stakeholders, group discussions with students, and online surveys of parents. On the basis of the evidence gathered, the key findings included:

- The new arrangements were not working well in just over three-quarters of the schools.
- Only one in five schools was providing students in years 9-11 with the careers guidance they needed to support decision-making. These schools were characterised by strong support for careers guidance provision from school leaders and managers.
- Few schools demonstrated that they had the skills and expertise necessary to provide a comprehensive service.
- Few schools had purchased an adequate professional service from external sources; a quarter of schools did not use qualified external advisers at all.
- In most schools, careers activities were poorly co-ordinated, poorly monitored/quality-assured and poorly evaluated.

Recommendations

The Government has responded to the Ofsted Report with a Careers Guidance Action Plan which included the following recommendations and responses:

- The Government will revise the statutory guidance for schools on their duty to secure independent and impartial careers guidance; ensuring schools are focused on having high aspirations for all students and place inspiration and appropriate support for students at the centre of what they do.
- That signposting students to a careers website is not sufficient to meet the careers duty. Face-to-face support from employers, mentors, alumni and careers advisers all have a part to play.
- The Government should ensure that information on students' destinations at the ages of 16, 17, and 18 is complete and accurate; so that schools can evaluate the impact of the support and advice they give their students.
- That schools should develop and implement a clear strategy for careers guidance and ensure that they make good use of the National Careers Service resources, well-trained staff, careers guidance professionals,

employer networks, and local colleges and other providers to ensure that students are well supported in making decisions about their career pathways.

- That schools should use destination data on students' progression after leaving school or transferring to Year 12 in their sixth form to monitor the choices made by students at the end of Year 11 and Year 13; schools should work with local authorities to monitor the destinations of students who have special educational needs or who are disabled.
- That schools should ensure that every school governing body has an employer representative, and that the vocational route, including apprenticeships, is given equal status to the academic route, for example, by fostering greater links with employers so that young people and their parents/carers are exposed to a wider range of career options.
- That schools should promote the wider range of progression routes available at further education colleges, independent learning providers, and communities and skills providers.
- That Ofsted plan to disseminate the findings of their report to schools across England. The revised statutory guidance will provide an opportunity to set clear expectations and highlight Ofsted's recommendations for schools.
- That Ofsted should ensure that inspectors take greater account of the quality of careers guidance and of students' destinations in judging the effectiveness of a school's leadership and management.

Her Majesty's Chief Inspector, Sir Michael Wilshaw, has already confirmed that he will give careers guidance a higher priority in school inspections from September 2013 in terms of their Leadership and Management assessment. Ofsted's lead inspector for careers guidance has contributed to training for inspectors, raising awareness of this issue.

Please see link for more information:

<http://www.education.gov.uk/aboutdfe/statutory/g00205755/statutory-careers-guidance-foryoung-people>

To discuss any of these issues further or to find out about the impartial independent careers guidance service offered by LBB Youth and Community Service please contact Sharon Glover on the contact details below.

Governors' Role

For Governors to note the information above

For information by

All Governors

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Arrangements for Managing Allegations Against Staff

Summary

All Governors are reminded of the arrangements for handling allegations against staff within the children's workforce in Barnet. These arrangements are managed by the LADO (Local Authority Designated Officer).

Essential information about the relevant procedures, how to make a referral, training and safer working practice is now on the Barnet Safeguarding Children Board website at the link below:

<http://www.barnetscb.org/lado>

Governors' Role

For Governors to note the information above

For information by

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